

THIRTEENTH CONGRESS OF THE REPUBLIC)  
OF THE PHILIPPINES )  
First Regular Session )

04 OCT -5 P3:30

SENATE  
S.B. No. 1814

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1814

Introduced by Senator Miriam Defensor Santiago

EXPLANATORY NOTE

The Constitution, Article XIV, Section 3 (2) provides:

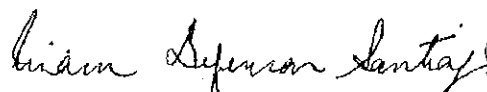
“They shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, **strengthen ethical and spiritual values, develop moral character and personal discipline**, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote the vocational efficiency.” (Emphasis supplied)

Parents are the first and most important educators of children. As such, they have the primary responsibility of morally educating their children. However, it is a fact that students spend most of their waking hours in school. Considering the influence that teachers have over their students, it is their duty and obligation to guide the students in their value formation and inculcate in them our cherished Filipino values of patriotism, *bayanihan*, *palabra de honor*, *delicadeza*, honesty, and respect.

Schools are tasked with creating knowledgeable individuals of good character. In the words of Dr. Martin Luther King, Jr., *"We must remember that intelligence is not enough. Intelligence, plus character, that is the goal of true education."*

The classroom is a professional environment for learning, and character must be explicitly taught there. Teachers can use the classroom both as a forum for direct instruction and as an opportunity to lead by example. Our academic institutions must actively support families if moral education is to be effective. We are all members of the moral community and are all affected by the decisions and behaviors of others. Therefore, every person, as well as every institution, shares the responsibility to grow good children into good adults.


Lack of strong moral foundation breeds corruption in the government, crimes, and all sorts of malaise in our society. It is high time that the state gives priority to the values and character formation of its citizens if we are to achieve a strong republic. This bill seeks to include in the curricula of all public and private schools, colleges and universities a comprehensive course on ethics and values formation.

  
MIRIAM DEFENSOR SANTIAGO

SENATE  
OFFICE OF THE SECRETARY

04 OCT -5 P3:30

THIRTEENTH CONGRESS OF THE REPUBLIC)  
OF THE PHILIPPINES )  
First Regular Session )

RECEIVED BY: 

SENATE  
S.B. No. 1874

Introduced by Senator Miriam Defensor Santiago

AN ACT  
TO INCLUDE IN THE CURRICULA OF ALL PUBLIC AND PRIVATE SCHOOLS,  
COLLEGES AND UNIVERSITIES A COMPREHENSIVE COURSE ON ETHICS AND  
VALUES FORMATION

*Be it enacted by the Senate and the House of Representatives of the Philippines in Congress assembled:*

SECTION 1. *Short Title.* — This Act shall be known as “Ethics and Values Formation Act of 2004.”

SECTION 2. *Declaration of Policy.* — It is the policy of the State to inculcate and strengthen the ethics and values of its citizen through the educational system.

SECTION 3. *Definition of Terms.* — As used in this Act, the following terms shall mean:

1. “Ethics” – means conformity to the accepted, honorable, and professional standards of conduct in government and in private unit;
2. “Values” – normative standards which influence human beings in their choice among the alternative courses of action which they perceive;
3. “DepEd” – means the Department of Education;
4. “CHED” – means the Commission on Higher Education.

SECTION 4. *Ethics and Value-formation Syllabus.* —

1. PUBLIC MORALITY. – The main syllabus should include the following six levels of public morality:

- a. BASIC HONESTY AND CONFORMITY TO LAW. – This level describes the basic adherence to the constitution, laws, ordinances, and moral codes that is expected from all members of a group or society;
- b. CONFLICTS OF INTEREST. – This level deals with the conflict between advancing the public interest, which a public official is charged to do, and advancing one's self-interest;
- c. SERVICE ORIENTATION AND PROCEDURAL FAIRNESS. – This level deals with the responsibility of public officials to ensure that their actions serve the public and that the power they wield is used only for that purpose. This concentrate on procedural safeguards to prevent abuse of authority and on moral obligation of public servants;
- d. THE ETHICS OF DEMOCRATIC RESPONSIBILITY. – This level deals with the public officials, either elected or appointed, to make moral choices consistent with their own values and will of the people;
- e. THE ETHICS OF PUBLIC POLICY DETERMINATION. – This level concerns making moral judgments about public policies in which equity and fairness are important considerations;
- f. THE ETHICS OF COMPROMISE AND SOCIAL INTEGRATION. – This level entails the necessity of give and take, and compromise in a society with irreconcilable differences on fundamental issues.

2. SUPPLEMENTARY TOPICS. – This curriculum should have additional topics and studies on the causes, issues, and effects of graft and corruption in the Philippines and in other parts of the world, and suggested measures to reform a corrupt environment.

3. OTHER SUBJECT MATTERS. – Other areas of Ethics and Values formation may be included in the syllabus provided that it will not be made in preference of any religion and belief, or prohibiting the free exercise thereof.

SECTION 5. IMPLEMENTING AGENCIES. — The DepEd Secretary and CHED Chairperson are hereby authorized and directed to adopt a system to implement and carry out the provisions of this Act. DepEd and CHED shall, within sixty(60) days from the effectivity of this Act, promulgate rules and regulations, including those of disciplinary nature, to carry out and enforce the provisions of this Act.

SECTION 6. *Educational Materials.* — It shall be obligatory on all schools, colleges, and universities to keep in their libraries an adequate number of copies of the textbook, primer, and leaflet to be issued by the DepEd and the CHED.

The DepEd and CHED shall determine the adequacy of the number of books, depending upon the enrollment of the school, college or university.

SECTION 7. *Separability Clause.* - If any provision or part hereof is held invalid or unconstitutional, the remainder of the law or the provision not otherwise affected shall remain valid and subsisting.

SECTION 8. *Repealing Clause.* - Any law, presidential decree or issuance, executive order, letter of instruction, administrative order, rule or regulation contrary to, or inconsistent with, the provision of this Act is hereby repealed, modified or amended accordingly.

SECTION 9. *Effectivity Clause.* - This Act shall take effect fifteen days (15) days after its publication in at least two (2) newspapers of general circulation.

Approved,

/alp, aea, jpa